



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

17901 W Lundberg St, Surprise, AZ 85374

Dysart Unified District

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2005-06	Performing Plus
2004-05	Performing Plus
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status <sup>(b)</sup>

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Kathleen Vogt  
 Schedule : 06:30 AM to 03:30 PM  
 Grades : 9-12  
 Web Address : dysart.org  
 Phone Number : (623) 523-8000  
 Fax Number : (623) 523-8011  
 E-mail : kvogt@dysart.org

### Mission

Willow Canyon High School provides a quality instructional program designed to challenge each student to reach their potential. Through a focus on standards-based curriculum and instruction, mutual respect, and extracurricular activities, students will become productive members of our society.

We believe...

- In a positive learning environment
- In a curriculum that is defined, aligned, taught, and mastered.
- In differentiated instructional strategies
- In multiple forms of assessment

### School / Academic Goals

- ü Excellence in Curriculum Teachers will develop challenging, cohesive, problem based instruction using "best practices" to facilitate student success.
- ü School Structure - We will provide a customer friendly environment responding to the needs of all stakeholders within the educational community.
- ü All students will meet the state standards prior to graduation.
- ü All students will have opportunities for career and technical education.

### Enrollment

October 1, 2005 School Year Student Enrollment : 2625  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 150

## Instructional Programs

- ü Honors/Advanced Placement
- ü International Baccalaureate Program
- ü Sports Medicine
- ü Business and Marketing
- ü Lab Assistant
- ü Technology

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/21/2005
Last Day of School :	6/6/2006

## Shared Responsibilities

### School

It is the responsibility of Willow Canyon High School to communicate with parents of our students and ask them to participate in the education of their student. Communication should include progress reports in classes, good news items and awards, updates on attendance and discipline and other issues as they present themselves.

### Parents

Parents of the students at Willow Canyon High School are asked to enter into a partnership with the school for the maximum benefit and success of their children. Parents should keep abreast of the student progress, attendance, and behavior. Assisting students in homework and providing the student a positive environment for student would be recommended. Parents are also welcome to participate in school life by attending activities or even chaperoning events.

## Transportation Policy

Transportation is not provided for students on variances. Transportation is provided for high school students who live more than 1.5 miles away from the school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Girls' Region Cross Country Individual Champion	2006
ü State Tournament Placement Boys' and Girls' Basketball	2006
ü 1st Team all Region Volleyball and Academic Region Award	2006
ü State Golf placement - Boys and Girls Teams	2006

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	702	1022	71130	95	91	95	689	686	701	29	31	23	16	18	13	48	46	51	7	5	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	354	511	35465	94	91	96	691	688	702	24	26	21	17	20	13	52	49	53	7	5	13
Male	347	509	35648	95	91	94	686	684	701	34	35	24	16	17	12	44	43	50	7	5	14
African American	59	100	3868	95	91	95	681	679	686	36	39	33	17	17	17	42	41	45	5	3	6
Hispanic	183	359	25103	92	88	95	682	680	685	36	37	34	19	21	16	38	37	45	8	4	5
Asian/Pacific Islander	12	24	1805	86	89	98	709	704	731	25	29	9	NA	NA	7	50	50	50	25	21	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	443	531	36075	96	94	95	692	691	715	25	25	12	16	17	9	53	52	58	6	6	21
Students with Disabilities	49	56	5862	70	46	71	649	648	658	82	77	63	10	16	15	6	5	20	2	2	2
Students without Disabilities	653	966	65268	97	97	98	691	688	705	25	28	19	17	18	12	51	48	54	7	5	15
Limited English Proficient Students	12	41	4859	80	84	93	654	655	662	75	76	64	8	15	15	17	10	20	NA	NA	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	223	438	22957	93	87	93	682	680	685	35	37	34	17	20	17	42	40	44	5	3	5
Non-Economically Disadvantaged	479	584	48173	95	94	96	691	691	709	26	26	17	16	17	11	50	50	55	8	7	18

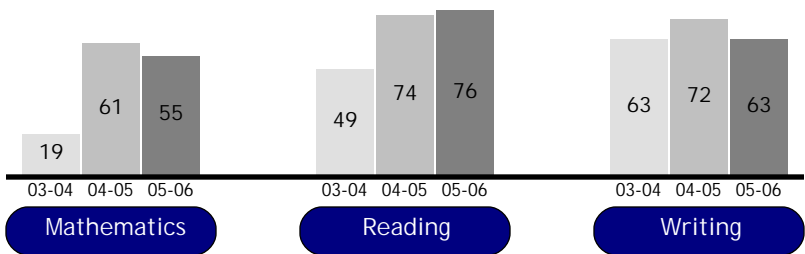
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	730	1091	73018	97	96	97	704	697	703	5	7	6	18	23	23	70	66	64	6	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	365	544	36181	97	96	97	709	703	708	3	4	4	17	22	21	73	68	65	7	6	9
Male	365	547	36816	98	97	96	698	692	699	8	9	7	20	24	24	67	63	62	5	4	7
African American	63	105	3976	100	97	96	693	689	689	6	7	8	22	27	29	67	63	59	5	4	3
Hispanic	191	389	25801	96	95	96	694	687	683	8	8	10	26	33	34	60	56	53	6	4	3
Asian/Pacific Islander	13	25	1812	87	93	98	710	696	722	8	16	3	31	28	15	46	48	66	15	8	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	459	565	37024	98	98	97	709	706	721	4	5	2	14	15	12	76	74	73	6	6	13
Students with Disabilities	68	110	7170	94	88	85	648	644	654	29	29	23	43	48	47	28	23	29	NA	NA	1
Students without Disabilities	662	981	65848	98	98	98	709	703	708	3	4	4	16	20	20	74	70	67	7	5	9
Limited English Proficient Students	16	47	5099	100	100	95	652	646	641	19	19	29	69	70	59	13	11	12	NA	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	240	485	23912	97	95	94	692	685	681	7	9	10	27	32	36	62	56	52	5	3	2
Non-Economically Disadvantaged	490	606	49106	98	98	98	709	707	714	5	5	4	14	16	16	74	73	69	7	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	728	1095	72810	97	97	96	685	680	685	6	6	6	32	36	30	58	54	58	5	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	364	546	36111	97	97	97	699	693	695	3	3	4	22	27	23	68	63	65	7	7	8
Male	364	549	36678	98	97	95	672	667	674	9	9	9	41	45	36	48	44	52	2	2	3
African American	64	108	3962	100	100	96	682	676	675	6	9	8	31	36	33	63	53	55	NA	2	3
Hispanic	191	392	25735	96	96	96	677	672	669	8	8	10	34	42	41	53	46	48	5	4	2
Asian/Pacific Islander	12	24	1809	80	89	97	694	689	704	8	4	4	33	42	19	50	42	65	8	13	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	457	564	36915	97	97	97	689	686	697	5	5	3	31	31	21	60	59	67	5	5	8
Students with Disabilities	68	118	7071	94	94	84	626	618	634	28	32	24	65	58	53	6	8	21	1	1	1
Students without Disabilities	660	977	65739	97	97	98	691	687	689	3	3	4	28	33	27	63	59	62	5	5	6
Limited English Proficient Students	16	47	5046	100	100	94	636	634	621	13	15	31	69	74	56	19	11	12	NA	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	244	496	23814	98	97	94	678	671	667	7	8	10	38	44	41	52	46	47	3	3	2
Non-Economically Disadvantaged	484	599	48996	97	97	97	689	688	693	5	5	4	29	29	24	61	60	64	6	6	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	97	32	NA	42	97	51	--	51	98	44	43	52
	Language	98	34	29	42	97	48	--	50	98	39	39	50
	Mathematics	95	45	44	63	96	46	--	50	98	44	41	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Willow Canyon High School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

### Council Duties

- Ü School Improvement Plan
- Ü Tax Credit Distribution

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	6.00	Teacher	113.00
Other Professional Staff	10.00	Teacher Aide	10.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	39	14	0	0
4 to 6 years	23	6	1	0
7 to 9 years	11	4	0	0
10 or more years	7	4	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	230
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	1%

## Resources Available at School Site

### Special Facilities

- Ü 10 Computer Labs
- Ü TV/Media Broadcasting Studio
- Ü Media Center
- Ü Lecture Hall with Computer Access

### Extracurricular Activities

- Ü National Honor Society
- Ü Student Council
- Ü Athletics - Varsity, JV and Frosh
- Ü Performing and Fine Arts
- Ü Career Center
- Ü Service Clubs
- Ü Career and Technical Organizations
- Ü Peer Mediation

### Social Services

- Ü Counseling Services
- Ü Language Acquisition
- Ü Dental Program
- Ü Peer Mediation
- Ü Tutoring
- Ü AIMS Tutoring
- Ü Academic Advisory
- Ü Social Worker

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Implementation of a freshman success program called FAME, Freshmen Achieving Maximum Excellence where juniors and seniors mentor freshmen.
- Ü Regional Girls' Basketball Championship 2005-6.
- Ü Implementation of Academic Advisory program where teachers focus on getting to know students one to one and assisting them in becoming successful in high school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Promotion Rate <sup>5</sup>	82	89	88	73
Graduation Rate <sup>6</sup>	60	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

One of the school goals for this year is that of a Safe and Orderly Campus. To that end there are 6 strategies that are defined to assist with this. Those are 1) implementation of an Academic Advisory Class 2) implementation of a peer mediation program 3) continuing with Unitown and the diversity proram 4) campus wide implementation of the student rights and responsibilities handbook 5) implementation of an honors and awards program and 6) implementation of a freshmen success program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

17

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Matt Duske	(623) 523-8000
Transportation Policy	Durham School Services	(623) 876-7030
Community Resources	Jim Marando	(623) 532-8020
School Nutrition Programs	Southwest Food Services	(623) 876-7000
Parent Organization	Char Frantzve	(623) 523-8000
Student Health/Nurse	Jill Flickinger	(623) 523-8004

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.